



# Cowlersley Primary School

## Special Educational Needs offer



# Cowlersley Primary School Special Educational Needs offer (SEND report) Updated September 2019

This SEND offer will be reviewed annually.

It has been produced in consultation with staff, parents and children.

Paper copies available at the school office.

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**For an explanation of what ‘red’ words mean, see Glossary on last page.**

We recognise that at some point in any child’s life at Cowlersley Primary School, they may require additional support to reach their potential. Regardless of the need and length of time for which support is required, the school will meet that need wherever possible, seeking external support if needed.

## **Aims of the School’s SEND provision**

- To ensure that all children have access to a relevant, broad and balanced curriculum.
- To ensure children receive a differentiated curriculum appropriate to the individual’s needs and abilities.



- To ensure the identification of children requiring additional support as early as possible.
- To ensure that parents / carers of children with additional needs are fully informed regarding their child's progress
- To encourage a positive self-image of children with additional needs and disabilities.
- To ensure continuity and ease of transition across the school.
- To ensure that children with SEND are involved, where appropriate, with decisions affecting their future SEND provision.

***We are an inclusive school and it has been recognised that we seek to support every child regardless of their needs. Parents speak positively about how their children's individual and additional needs are supported.*** Ofsted report 2013

In developing this offer, SEND children are understood to be those students with or without Educational Health Care Plans (EHCs) who have difficulty participating in those curriculum experiences which they could have expected to share, had the particular difficulty not existed.

The school works in line with the Code of Practice principles in that:

- SEND issues are addressed.
- There is a recognition of a continuum of needs and provision.
- Students will be given the greatest possible access to a broad and balanced education.
- Liaison with the Local Authority, Health and Social Services will take place as appropriate to the need of the child.

### **Supporting SEND children in Cowlersley Primary School: Parent Questions**

This local offer has been developed alongside parents/carers of SEND pupils at our school and their children. This has been completed from information gathered at a Parent and Pupil Forum.

#### **How will I know if my child needs extra help?**

- Your child may be showing slower than expected progress in their learning or development.
- There may be a change in their behaviour.
- There may be concerns raised from a previous school or setting.

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- After a concern is raised, observations and assessments will be used to identify any barriers to learning and next steps.

For further information about how we identify **SEND** in school, speak to our SENCO.

### **Who can I talk to about my concerns/SEND in school?**

Our Who's Who page and board in the school entrance have pictures!

- Firstly, you can talk to any member of staff in school. Your child's class teacher will be able to talk about your child's needs in class.
- The **SENCO (Mrs Gough)** is responsible for SEND within school.

The SENCO also leads the Inclusion Team, which includes the Pastoral Leader (**Mrs Starkey**) and Learning Mentor (**Miss Pickles**).

- If you are not happy that your concerns are being managed effectively, you can speak to the Headteacher or the SEND governor, Mr R Iredale or ask for a copy of the 'Complaints and Compliments Policy'.

### **How will Cowlersley Primary School support my child?**

- All children, including those with SEND, need high quality teaching to meet their needs. This support can happen **inside the classroom**, through high quality teaching, extra adult support or particular resources.
- Some children may need extra support in a **small group setting** with a trained teaching assistant or teacher, working on an area of learning such as phonics or maths. They may only be in this group for a short period of time to help them make progress.
- Certain children with more complex needs (eg: those on **Education Health Care Plans**), receive more personalised and specific help.
  - This help may follow the **guidance of outside agencies**, such as Speech and Language Services or the Primary Pupil Referral Service (Behaviour Support).
  - They may have had a **referral to an outside agency** (with your consent) who has offered advice about how to support your child.
  - This may mean they follow a different timetable or learn in different areas at times around school.



-They will often be supported by one or more key members of staff.

### **Will my child feel 'different' to others in their class?**

- We try hard to make sure all children feel special in our school and are treated fairly and equally.
- We explain to the children, when appropriate, that some children may need to do their learning outside of the classroom sometimes in a special group.
- We make sure that all children have the chance to work outdoors and access fun and challenging activities, so your child will not 'stand out' by learning in a different way.
- We make sure we talk to our children with SEND on a regular basis to address any worries they may have and give them a chance to share their view.

### **How will the curriculum be matched to my child's needs?**

- All children will receive high quality teaching within the classroom, where the teacher will plan lessons to include all ability levels and needs. They will do this by:
  - Giving the help of an adult when needed.
  - Using visual resources (pictures, signs, labels, colours) to help children understand.
  - Understanding how, when and where children learn best and allowing them to do this where possible. For example: finding alternative ways of recording their work.
  - Making the lessons exciting, interactive and challenging.
  - Ensuring that lessons and experiences are accessible to all children.

### **How will I know how my child is doing?**

- You can talk about your child's progress at Parent's Evening with your class teacher or by arranging a time to see them or speak to them on the phone.
- Your child's Annual School Report will give you detail of their progress.
- SEND children will have review meetings regularly through the year where we will set and share their targets with you.



- If you wish to discuss your child's progress in more detail, you can arrange to speak to the SENCO (Mrs Gough).

### **How will I be supported with my child's learning?**

- Your child's class teacher will advise you of ways to support your child's learning.
- Parent workshops, such as Reading and Maths workshops give good advice for learning at home.
- You can arrange to meet with the SENCO or Pastoral Leader (Mrs Starkey) to talk about helping your child with their learning.

### **What support is available for my child's overall wellbeing?**

- Cowlersley Primary School is a caring and nurturing school.
- We use Circle Times and PSHCE (Personal Social Health Care Education) lessons to talk about our feelings and to raise our children's self-esteem.
- We develop children's ability to work in a team and to support others through our House system.
- Key members of staff are trained in using a nurturing approach which aims to support children's emotional development and well-being.
- We have specific groups which help children who have social, emotional or behavioural needs.
- We aim to support children with medical conditions or needs. Our SENCO and Headteacher are happy to discuss this further.

#### **Support for Medical Needs**

- We have medical health care plans in place at school.
- Trained first aiders work in school.

#### **Support for Behavioural Needs**

- All staff follow our school 'Behaviour policy' using positive praise and rewards within school. This may be adapted and personalised for children with behaviour SEND.
- Examples of personalised support include: adapted timetables, risk assessments, special arrangements for break times, reward systems and behaviour strategies recommended by outside agencies.



- Outside agency advice may be followed after a referral (for example to Primary Pupil Referral Service) and this may include an Inclusion Worker supporting the child in school.
- Our school uses a nurturing approach to supporting children and several key staff have been trained in specific strategies which help meet children's emotional and behavioural needs, eg use of de-escalation techniques for behaviour or specific ways to manage children with ADHD.

### **Support for Attendance**

- The school office monitors attendance every day.
- The Attendance Pupil Support Officer (APSO), monitors attendance.
- School will support parents/carers with any attendance issues.

### **What specialist services are available at or accessed by the school?**

- Services available to be accessed are:

Educational Psychology, including Early Years Educational Psychology and PORTEX  
Speech and Language Service  
Vision Impaired Service  
Hearing Impaired Service  
Autism Support  
Physiotherapy and Occupational Therapy  
Medical Service  
EHAT (Early Help Assessment Team)-referrals for family support  
Family Support Service  
Targeted Youth Support team (TYS)  
PPRS (Primary Pupil Referral Service-Behaviour service)  
Child and Adult Mental Health Service (CAMHS)  
Children's Emotional Wellbeing Service (CHEWS)  
Attendance Pupil Support Officer (APSO)  
School Nursing Team

Contact school for help with identifying which support services are right for your child.



## **What training have the staff supporting my child with SEND had or having?**

- All staff have an overview of and experience of working with children with SEND.
- Key staff have 'Team Teach' positive handling training in order to support children in school correctly. We have also received training around using de-escalation strategies to help deal with children's behavioural needs.
- We have trained First Aiders at our school. Certain staff have also accessed training for dealing with specific medical needs, such as type diabetes and epilepsy.
- Certain staff have had relevant training in supporting children with ASD (Autism Spectrum Disorder), ADHD, Speech and Language needs, Down's Syndrome, using Makaton and hearing impairments.
- Whenever a child is diagnosed with or identified as having a specific SEND need, we will aim to send support staff on relevant training.

## **How will my child be included in activities outside the classroom, including school trips?**

- Risk assessments are carried out before any out of school or classroom activity.
- We try, where possible, to include all children in activities outside the class.
- Health care plans are created with parents/medical staff to ensure children can take part in activities.

## **How is the school environment accessible?**

- There is a ramp from the Key Stage 1 and 2 playgrounds.
- Doors are wide enough to be accessed by wheelchair users.
- Some of our toilets are accessible for children with disabilities.
- Children with English as an Additional Language (EAL) are supported through our ELDA checklist and multi-language signs around school.
- Children with dyslexia are supported through our dyslexia screener and visual resources and strategies around school.
- Children with dyspraxia can be supported with writing slopes, adapted seating/cushions, and other equipment for writing/eating.
- School will make reasonable adjustments to the building and resources, eg: coat pegs, toilet frames, ICT keyboards.



## **How will you prepare my child when starting Cowlersley Primary School and moving to a high school?**

- We talk to children's teachers from a previous school or setting to help settle them in.
- All pupils have transition time at the end of the school year to meet and work with their new teacher. Children with SEND will have extra support, such as transition books.
- Transition periods are in place for all children leaving in Year 6 to attend a local high school.
- When children have SEND needs, our SENCo is able to arrange pre-visits to high schools for parents and children.
- Our SENCo will liaise with all high schools to pass on all relevant information about your child's SEND.

## **How are resources allocated and matched to my child's SEND?**

- The school budget received from the Local Authority includes money for supporting pupils with SEND.
- The Executive headteacher, Head of school and SENCO then decide on the budget for SEND in consultation with school governors and based on the needs of pupils in the school. The school may receive an additional amount of 'top-up' funding for pupils with higher level needs.
- Individual and groups of children may be provided with additional resources, eg: adapted ICT equipment.

## **How are decisions made about what type and how much support my child will receive?**

- Areas of need are identified by the school in close consultation with parents/carers and outside agencies as appropriate.
- Children with SEND will have their progress reviewed regularly.
- Every half term the SENCO and Inclusion Team will decide whether children with SEND are making progress and whether they need more or less support.
- Every term, you will be updated on your child's targets and progress.



- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.
- This will be through on-going discussions with parents.

### **How are parents/carers involved in your school?**

- Parents/carers are always welcome in school and involved in decision making processes with SEND children.
- Parents/carers are involved in all decisions relating to a child with SEND. This may range from giving permission for a referral to the school nurse, meeting with a teacher to discuss individual needs, attending meetings with the **Education Psychologist** and so on.
- Regular progress meetings for all children are held between teachers and parents.
- We always welcome parent/carer comments in any form. You can find a link to 'Parent View' on our website.
- Each class has an interactive, web-based Class Dojo page where parents can be notified about their children's progress in class and can communicate directly with the teacher.

### **How are children involved in SEND within school?**

- Our monitoring cycle makes sure that we often involve children in decisions that affect them and talk to them about their progress.
- Children are also involved through student council, the school House system, assemblies, Circle Time and PSHCE lessons.
- We ask SEND children their opinion whenever we review their progress at review meetings and LAC reviews.

### **How are governors involved in SEND within school?**

- We have a link governor for SEND who is currently Mr R. Iredale. Our link governor works closely with the SENCO to review the progress of SEND children on a regular basis. The Governing Body regularly reviews and evaluates SEND provision within the school.



## How are Looked After Children (LAC) supported?

- The SENCO is our designated teacher for LAC children. Mrs Gough works closely with our Pastoral Team.

## Who can I contact for further information?

- Your child's class teacher is the first point of contact.
- If you wish to discuss your child's SEND our Special Educational Needs Co-ordinator (SENCo) is Mrs Gough. You could also talk to our Pastoral Leader (Mrs Starkey) or our Learning Mentor (Miss Pickles).
- If you are looking at schools for your child, the school office is your first point of contact. If your child already has diagnosed SEND then you should let us know at this point. We usually arrange a tour of the school and a discussion of your child's needs and the provision we can offer will take place before you have to make a decision.
- We welcome any feedback on this local SEND offer. Please contact the school by phoning directly (01484 508 170) or emailing [cowlersley.office@sharemat.co.uk](mailto:cowlersley.office@sharemat.co.uk)
- A range of other support services are available from the Kirklees Local Offer. [www.kirkleeslocaloffer.org.uk](http://www.kirkleeslocaloffer.org.uk)



## Glossary explaining key words

<b>Curriculum</b>	Learning children have to do, decided by the government
<b>Differentiated</b>	Work and activities at different levels
<b>Transition</b>	Moving to a new class or school
<b>Inclusion</b>	Aiming to include all children whatever their needs
<b>EHCPS</b>	Education Health Care Plans include agreed outcomes from school and any health and social care agencies involved.
<b>Code of practice</b>	Government guidelines for how children with SEND should be supported in school.
<b>Outside agencies</b>	Services who offer support other than school
<b>Nurturing approach</b>	<p>An approach used to support children with behaviour, emotional and social needs in school which looks at meeting 'gaps' in their emotional development.</p> <p>The school are currently trialling using the Boxall online tool to do this. For more information please see <a href="https://boxallprofile.org/">https://boxallprofile.org/</a></p>
<b>Pastoral support plan</b>	A 'script' that makes sure all staff deal with children in a consistent way, eg: knowing what helps them calm down.
<b>SEND</b>	Special Educational Needs and Disabilities
<b>Speech and Language</b>	Children who need Speech and Language support may find it difficult to speak clearly, find it hard to remember and understand instructions or to express themselves correctly.
<b>Educational Psychologist</b>	A trained professional who gives schools advice for all areas of a child's special educational needs or disabilities.
<b>LAC (looked after children)</b>	Children who are in public care of the Local Authority.